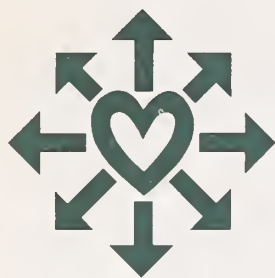


Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.



The
Volunteer
Dimension
in
EFNEP

1
Ag 84 Pro
Cop. 2

PURPOSES OF LESSON

This lesson is designed to assist Extension professionals responsible for the EFNEP volunteer program. It should help them—

- Identify some types and desirable characteristics of recruiters.
- Learn techniques for recruiting volunteers.
- Understand some of the problems (and solutions) that may occur when recruiting among volunteers with limited resources.

IDENTIFY RECRUITERS

The success of recruiting volunteers for EFNEP depends on the recruiter. Recruiters should clearly understand their roles and responsibilities, and have the knowledge, attitudes, and skills to be successful.

A recruiter might be a professional Extension staff member, or an experienced EFNEP volunteer.

If professionals share recruitment responsibilities with aides, it broadens the range of potential volunteers who can be reached.

Volunteers may range from—

- Low socioeconomic to high income levels.
- Teenagers to senior citizens.
- Professionals to less skilled workers.

Recruiters should be enthusiastic and enjoy the recruiting job. People who like working with EFNEP tend to encourage and recruit others who reflect their own enthusiasm.

Other desirable attitudes in people recruiting EFNEP volunteers include—

- Believing in the basic purpose of EFNEP—that is, helping low-income people improve their diets

Recruiting Volunteers

LESSON 4

AGRICULTURE
LIBRARY

INE 2 1977

COPY - RECORDS

- Understanding that volunteers can make a major contribution to the success of EFNEP
- Having an interest in people, especially in those from low-income or minority groups.
- Having ability to recognize in a potential volunteer desirable traits, such as friendliness and a desire to help other people.

The experienced volunteer can be a recruiter. Active volunteers who enjoy their jobs are the best possible energizers for new volunteers. They are a great advertisement for the “volunteer dimension” in EFNEP. Experienced volunteers might help in the recruitment effort by—

- Spreading enthusiasm spontaneously
- Talking with friends, relatives, and acquaintances who might be interested in helping with EFNEP
- Assisting with an EFNEP awareness program by—
 - Giving demonstrations before groups or individuals
 - Appearing on TV and radio programs to explain EFNEP
 - Providing information to EFNEP staff for news articles and other publicity.

A linker or connector is someone who knows the potential recruits better than the one recruiting. This may be an experienced volunteer, an aide, an EFNEP homemaker, or another person indigenous to the community.

This “linker” might encourage potential volunteers to attend a neighborhood meeting place, to hear more about EFNEP, or observe a program activity. This person can help recruiters become acquainted with potential volunteers in a target community.

MATCHING RECRUITERS TO PROSPECTIVE VOLUNTEERS

Volunteers can be recruited best by someone within their own culture or peer group--a person with a similar background and shared interests.

Usually people with limited resources can identify and recruit volunteers from their own communities. The low-income recruiter might be a homemaker who has graduated from EFNEP, or an experienced volunteer.

Teenagers, senior citizens, and members of homemakers' clubs are usually able to recruit helpers from their own groups. Children usually receive a positive answer when they ask people they like to serve as a volunteer.

Social workers, county nurses, school personnel, religious leaders, and other community leaders will often assist in identifying and recruiting volunteers.

RECRUITING PROBLEMS AND SOLUTIONS

It may take longer to motivate low-income people than traditional volunteers, since many factors work against their volunteering. The recruiter may need to provide special encouragement and appeal to the personal interests and needs of the prospective low-income volunteer.

The EFNEP staff may need to help eliminate some of the following problems for such recruits:

1. Problem: Small children at home and no money to hire a babysitter.

Solution: Arrange for child care while the volunteer is performing duties or is in training. This could be done by another volunteer.

2. Problem: Lack of time.

Solution: Plan activities near the volunteer's home to save time and travel cost.

3. Problem: Prospect does not want to be committed for an indefinite period.

Solution: Break large tasks into "short-time" increments (an hour, an afternoon, a day, or a week). Assign a "mini task" or only one responsibility on a larger job. Co-workers or a team of volunteers can work on one job.

4. Problem: There is a lack of money for travel, lunches, or refreshments for EFNEP youth.

Solution: Civic groups or individuals might

subsidize the volunteer's costs or the cost of snacks for 4-H EFNEP. Volunteers might be recruited to secure these funds or food.

5. Problem: Prospective low-income recruits may not understand the terminology, such as "volunteer" and "leader."

Solution: Acceptable titles might be: "helper," "EFNEP helper," or "assistant helper." Youth volunteers accept the title of "teen leader" or "teen helper."

RECRUITING TECHNIQUES

- The **One-To-One** approach is especially effective when the recruiter is acquainted with the prospective recruit.

- The **Group-To-Individual** approach can be even more effective than one-to-one. The fact that two or more people have approved and selected a potential volunteer may have great influence on the recruit's acceptance. A group of youths may recruit an individual to be their 4-H EFNEP leader. High school and college students are popular recruits with EFNEP youth.

- An **Individual-To-Group** appeal can be used where many volunteers are needed. For instance, the recruiter may ask mothers to provide transportation of 4-H EFNEP members to nutrition activities.

- **Group-To-Group** approaches can be effective. 4-H EFNEP youth might go as a group to recruit leaders from Extension homemakers and other organizations.

OTHER RECRUITMENT METHODS

- **Telephone.** Recruiting new volunteers by telephone may be successful when the caller knows the prospect, and when the volunteer job to be filled is well-matched to that person's abilities and interests. However, it is too easy for people approached by phone to make excuses and refuse to volunteer.

- **Community Functions.** A social function brings together experienced volunteers, recruiters, and new prospects. The activity might be held at the EFNEP office and include talks, demonstrations, or visits with EFNEP 4-H'ers. The guests may be friends of current volunteers, EFNEP homemakers, and low-income clientele identified by aides. Seeing EFNEP youth and adult programs in action will often help prospects decide to volunteer.

- **Recognition and Graduation Activities.**

Recognition ceremonies offer an excellent opportunity to make more people aware of EFNEP work in the community. This is a good time to recruit graduating homemakers or teenage leaders. Invite prospective “helpers” to attend and learn more about EFNEP and the need for volunteers.

Recognition activity can take place at luncheons, banquets, picnics, fairs, or during volunteer week.

- **Mass Media.** Television, radio, and newspapers can help make people aware of EFNEP, providing a base for recruiting later through personal contact. The media can also publicize the accomplishments of *aides*, *volunteers*, *youth*, and *homemakers*.

- **Posters, Flyers, and Brochures.** When used for a specific group, these can be effective in recruitment. They should be distributed at strategic locations, such as at housing projects for senior citizens. A good brochure might be used as a recruiter’s calling card. It should tell what EFNEP is all about and why “helpers” are needed.

- **Slides, Videotape, Flipcharts.** These can be used to dramatically illustrate EFNEP and its need for volunteers.

TRAINING MATERIALS

Handbook

Provide a handbook for recruiters with suggestions, approaches, and guidelines on how to recruit volunteers. It should contain a description of each EFNEP volunteer job.

Interest Cards

A good volunteer program requires a system of recordkeeping for active volunteers, and a prospect file of potential ones.

Cards are helpful for reporting and maintaining a current listing of EFNEP volunteers. The cards should provide space for name, address, phone number, areas of interest, experience, qualifications, and training. They should contain data on each recruiting contact—the information obtained and action taken.

The recruiter’s name and phone number should be on the card.

Volunteer Pins

Pins or badges might be worn by recruiters to establish their identity and increase confidence and acceptance by potential volunteers who do not know them.

TRAINING RECRUITERS

Prospective recruiters need training for that job. Here are some activities and training ideas that have proved successful:

1. Advance assignment for trainees.

Participants are to read—

- *Volunteers: A Challenge for Extension Workers—Developing Volunteer Leaders From Disadvantaged Families* (ES-USDA 1971).
- “Improving Recruitment Techniques” (at the end of this lesson).
- “Questions for Use in Role Playing” (at the end of this lesson).

2. During class—

- Plan how to recruit volunteers, using “Improving Recruitment Techniques.”
- Practice recruiting through role playing. Number each class participant. Have an “odd numbered” person practice recruiting an “even numbered” classmate for an EFNEP volunteer assignment.
- Discuss role playing with participants using the “Questions for Use in Role Playing” at the end of this lesson.
- Select teams to demonstrate recruiting techniques the class used in the role playing.

3. Followup assignment.

- Ask each participant to observe one or more current volunteers in action, performing EFNEP activities.

IMPROVING RECRUITMENT TECHNIQUES

1. Know Why Volunteers Are Needed. It is important for the recruiter to know and help potential volunteers understand why they are needed.

EFNEP tasks should be obviously needed and measurable. Volunteers are not interested in “busy work,” but gain satisfaction from use-

ful and needed activities. Some EFNEP tasks should be the kind volunteers immediately perceive they can do.

2. Prepare a Job Description. Each volunteer should have a job description. Include an estimate of how much time it will take to do the job(s) per day, week, etc. How long will the volunteer be expected to work?

3. Match Volunteers and Resources With the Tasks. Place volunteers in jobs that fit their experience and background.

4. Consider Approach for the prospective volunteer. On a home visit the recruiter can interview and screen a prospect and explain what a volunteer does. During home visits the recruiter should—

- Be friendly, sincere, and enthusiastic.
- Tell the purpose of the call.
- Ask the homemaker to do a specific volunteer job that she is already skilled in.
- Use expressions familiar to the listener:
 - I Need your *help!*
 - I have a problem—Could you help me solve it?
 - Will you *lend a hand?*

The recruiter can help the volunteer understand that the task is worthwhile and that volunteering can benefit—

—*Volunteer*, personally through acquiring self-knowledge, new opportunities, and self-fulfillment.

—*Family* of the volunteer, as well as the *EFNEP clientele*, through improving their diets.

—*Community* by helping families and individuals solve some of the problems related to food and nutrition and poor health.

—*Nation and the world* through improving the quality of living, thereby affecting the greater society.

5. Know Motives of the volunteer. Since people volunteer to satisfy their own needs, not the needs of EFNEP or other people, it is important that the EFNEP staff find out what motivates a potential volunteer and focus the appeal for assistance on these motivators. See Lesson I— Motivation.

6. Help Overcome Obstacles or roadblocks that keep low-income people from volunteering.

- *Recruit special volunteers* responsible for raising, donating, or locating funds.
- *Hold activities near the home* of the “helper” to reduce travel time and costs for volunteers.
- *Reduce the time commitment* for the volunteer through—
 - A short term assignment
 - Several volunteers working on one activity
 - Breaking a large job into several smaller tasks, using several volunteers.
- *Assign a volunteer to babysit* for others who are assisting with EFNEP.

7. Get a Commitment. If you cannot get recruits to accept the job, ask them to identify someone who might do it.



QUESTIONS FOR USE IN ROLE PLAYING

Ask the Person Playing “Recruiter”:

1. Was the job accepted?
2. What did you say to make the job seem important or unimportant?
3. What decisions did you encourage the volunteer to make?
4. Was your approach friendly?
5. Did you act as though you expected a positive result?
6. Did your manner permit the volunteer to say “no” graciously?
7. Did you become aware of any social or economic barriers that would keep the individual from volunteering?
8. How did you discuss these barriers with the potential volunteer?
9. Did you mention training opportunities available through Extension?
10. Do you expect that every person you ask will volunteer?
11. How did you know the person was qualified to become a volunteer for this job?

Ask the “Potential Volunteer”

1. Why did you accept or reject the job?
2. Did you feel the job was important?
3. Did you feel that you could have answered “no” without losing your status with the recruiter?
4. Does the job offer you a challenge, or just another responsibility?
5. What benefits do you expect from doing this job?
6. Did you feel that all statements made by the recruiter were honest and sincere?
7. Do you feel qualified to do the job without training? With training?

NOTES

NOTES

The Extension Service of the U.S. Department of Agriculture offers its programs to all eligible persons regardless of race, color, or national origin, and is an equal opportunity employer.

Cooperative Extension Work. United States Department of Agriculture and State Land-Grant Universities cooperating.
Issued January 1977